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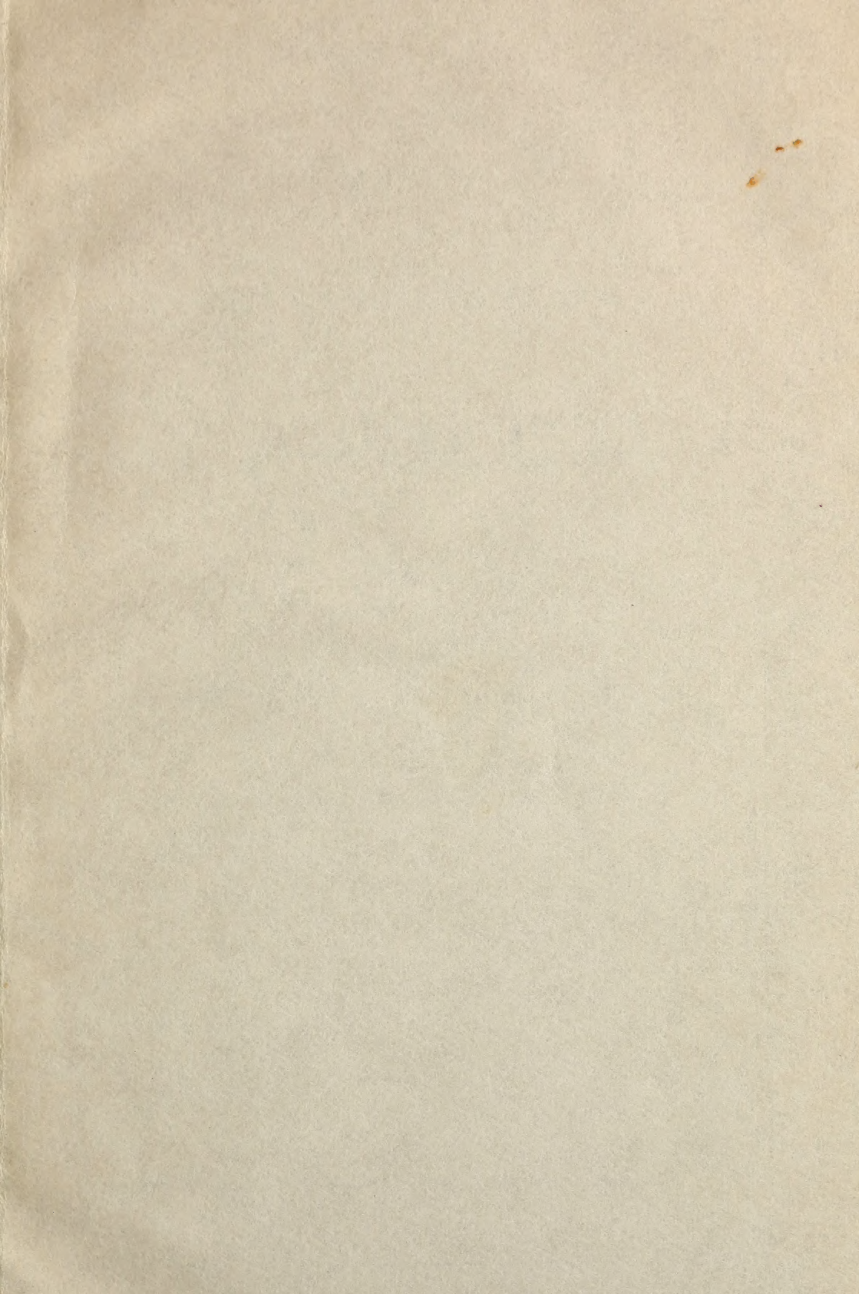
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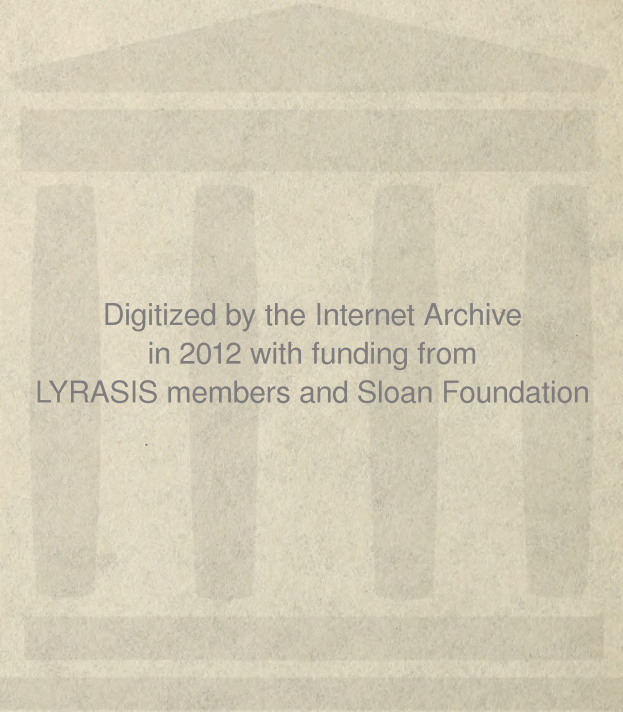
North Carolina Negro Teachers Association.











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JOURNAL

OF THE

NORTH CAROLINA STATE

TEACHERS' EDUCATIONAL ASSOCIATION

HELD IN

COMMONS HALL, RALEIGH, N. C.,

NOVEMBER 14, 15 AND 16, 1883.

RALEIGH, N. C.:

ALFRED WILLIAMS & Co., PRINTERS, BOOKSELLERS AND STATIONERS,  
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## OFFICERS.

### PRESIDENT:

PROF. H. C. CROSBY..... Raleigh, N. C.

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PROF. E. E. SMITH.....	Third	“ ..... Fayetteville, N. C.
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PROF. N. W. HARLLEE.....	Sixth	“ ..... Laurinburg, N. C.
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S. G. ATKINS..... Haywood, N. C.

### ASSISTANT RECORDING SECRETARY:

MISS JANE E. THOMAS..... Raleigh, N. C.

### CORRESPONDING SECRETARY:

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### TREASURER:

REV. C. JOHNSON..... Raleigh, N. C.

ILLINOIS HISTORICAL  
RESEARCH STATE



# MINUTES.

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## FIRST DAY—MORNING SESSION.

RALEIGH, N. C., November 14th, 1883.

The second annual meeting of the North Carolina State Teachers' Educational Association, was held in the hall of the House of Representatives, November 14th, at 10 o'clock A. M. The convention was called to order by the President, Professor H. C. Crosby, and was formally opened with prayer by the Rev. G. W. Perry. The President then delivered the opening address. His remarks were pointed and effective. Mr. S. G. Atkins, of Chatham county, ably made the response. On motion of Professor W. R. Harris, a committee of five was appointed on organization, to report at the evening session. The committee consisted of the following named gentlemen: Mr. H. B. Delany, Rev. G. W. Perry, and Messrs. W. E. Whitefield, Allen Baker and H. C. Harris.

Upon motion, the Association then adjourned until 7 o'clock P. M.

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## EVENING SESSION.

The Association resumed work according to adjournment, at 7 o'clock P. M., with Professor Crosby presiding, and prayer by Mr. W. H. Peace. Minutes of the previous session were read and approved. The President appointed a committee on hours of meeting and adjournment, consisting of Professor E. E. Smith, Rev. J. S. Lea and Mr. S. G. Atkins, which committee reported immediately, as follows: "Meet

at 10:30 A. M., adjourn at 1 o'clock P. M.; meet again for evening session at 7 o'clock P. M., and adjourn at pleasure."

On motion a committee of five was appointed on resolutions, viz.: Miss Jane E. Thomas, Miss Ellen Hannon, Rev. P. P. Alston, Mr. D. A. Lane and Professor R. I. Walden.

The Committee on Organization made their report, which was adopted with some modifications. See report.

The following amendment to the constitution was offered by Professor E. H. Lipscombe, and adopted by a two-thirds majority. The amendment is, "That none be eligible to hold office in this Association unless they are practical teachers or connected with the school-work of the State in an official capacity."

After some discussion upon the power of this amendment, several names were enrolled as members, upon payment of the prescribed fee.

According to programme, Professor J. A. Savage, of Goldsboro, was called as instructor in "Object Teaching." He being absent, the President solicited expression from any member desiring to speak upon the subject. No one having accepted the solicitation, the President took opportunity to make explanatory remarks concerning the absence of some of the members. Some other explanations were made with regard to absentees, after which the Association adjourned to meet Thursday, at 10:30 A. M.

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## SECOND DAY—MORNING SESSION.

NOVEMBER 15, 1883, 10:30 A. M.

The Association was called to order by the President, and opened with prayer by Rev. C. Johnson. The minutes of the previous session were read and approved. The President then called Professor H. E. Long to the chair and took position on



the floor of the house. Professor H. C. Crosby spoke with reference to the amendment to the constitution, offered by Professor E. H. Lipscombe, the previous day. Professor Crosby thought that, notwithstanding the amendment had been received and adopted, it was an unwise step; he therefore made a motion that the said amendment be reconsidered and consigned to a committee. The motion prevailed.

Upon motion, a committee on constitution was appointed as follows: Professors H. C. Crosby and W. R. Hall, Revs. P. P. Alston and C. Johnson, and Miss L. S. Dorr. Upon motion of Mr. H. B. Delany, a committee was appointed on finance, viz.: Rev. C. Johnson, Messrs. S. G. Atkins and H. B. Delany.

Some remarks were now made concerning those who would address the Association at certain hours. Upon the suggestion of Professor H. C. Crosby, Mr. H. B. Delany was appointed as a messenger to wait upon the County Superintendent of Public Instruction, and to solicit an address from him at an hour convenient to him, the Superintendent.

A lengthy inquiry was made with regard to the relation of County Teachers' Associations to the State Teachers' Association; also, with regard to the duties and powers of delegates sent from these associations. Answer to the inquiry was satisfactorily rendered by Professor Crosby.

The President resumed his chair, and Mr. Delany suggested that the committee on constitution make some recommendation with regard to the relation that should exist between County Associations and the State Association. Rev. C. Johnson was granted, upon request, leave of absence.

Taking into consideration the importance of the text-books best to be used, upon the suggestion of the President, a committee of five on text-books was appointed as follows: Revs. W. R. Harris, N. F. Roberts and J. S. Lea, Professor E. E. Smith and Miss L. S. Dorr.

After some remarks upon the power of the committee, the

President suggested that this committee be the one to wait upon the State Board of Education at its next annual meeting. The Association then adjourned to meet at the appointed hour P. M.

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### EVENING SESSION.

The Association was called to order by the President, and opened with prayer by Brother E. G. Calhoun. The minutes of the previous session were read and approved, with the insertion of an excuse from Professor J. S. Lea, for his absence, at the previous session, as follows: That as he was guardian for the students of Shaw University visiting the Industrial Fair, he could not be present.

Professor Lea, according to programme, read the following essay :

### LANGUAGE.

The exalted distinction with which the Omniscient Being has endowed man by crowning him with an intellect to form ideas, together with the inestimable gift to interchange those ideas with his fellow-man, calls forth a feeling of admiration and gratitude which, harbored within the soul, remains yet to be fully expressed.

'Tis true that the silvery tints of the beautiful flowers present a varied language; 'tis equally true that "The heavens declare the glory of God," and that "Day unto day uttereth speech," &c., but it is with that language that is used to communicate ideas and thoughts by means of spoken and written words, that we desire for a few moments to deal. It is evident from historical information that there has been great diversity of opinion as to the origin of language. The view that language was a human invention, was elaborately discussed by Locke, Adam Smith and Dugald Stewart; and it was only after it was found that the rapidly increasing ideas of men could no longer be conveyed by features of the body and facial expression, that a set of social signs, the meaning



of which was fixed by mutual agreement, was invented. In opposition to this view, some theologians claimed a divine origin for language, representing God as having created the names of things, and directly taught them to Adam. When, however, it was shown that "language is a spontaneous product of human nature—a necessary result of man's physical and mental constitution (including his social instincts), as natural to him as to walk, eat or sleep," the opinions just mentioned were vague and unsatisfactory. The Bible teaches us that from the time of Adam to the building of the tower of Babel, one language was universally spoken. What that language was has not been fully determined, though the church fathers claimed that it was Hebrew.

A prodigious amount of learning and labor was wasted during the seventeenth and eighteenth centuries in trying to trace this imaginary connection. Leibnitz was the first to ignore this idea, and to establish the principle that the study of languages must be conducted in the same way as that of the exact sciences, by first collecting as many facts as possible and then proceeding by inductive reasoning. After many exhaustive discussions upon the subject had been effected, a favorable consideration was directed toward the study of Sanscrit, first made accessible to European scholars by Sir William Jones, Colebrooke and other members of the Asiatic Society, founded in Calcutta in 1784. Much surprise arose out of the similarity of Sanscrit to Greek and Latin, "For," declared Sir William Jones, "no scholar could examine the Sanscrit, Greek and Latin without believing them to have sprung from the same source, which, perhaps, no longer exists. There is the same reason, though not so forcible, for supposing that both the Gothic and Celtic had the same origin with the Sanscrit. The old Persian may be added to the same family." For some time after the revival of learning the classic authors were studied chiefly for their language and style; and those who did not reach the supposed standard of purity were inconsiderately despised and neglected. Languages, like living organisms, are in a state of continual change, and an essential part of the science consists in investigating the laws according to which these changes take place; but let us here suddenly drop the curtain which has given us a casual insight into our subject in general, and search into a few facts concerning the language of our country and our fathers. The English language, now spoken by nearly eighty millions of the earth's inhabitants, has been pronounced to be the most

heterogeneous in its vocabulary of any that ever existed, a fact, the causes of which are to be traced in the history of England. M. Müller, in his *Lecture on the Science of Language*, says: "There is, perhaps, no language so full of words, evidently derived from the most distant sources, as English. Every country of the globe seems to have brought some of its verbal manufacture to the intellectual market of England." Careful historical research seems to warrant the assertion that the growth of the English language may be traced into *four* leading periods. The *Anglo-Saxon period* (extending from 440 A. D. to 1066 A. D.); the *Semi-Saxon period* (from 1066 to 1250); the *Early English period*, comprising the two periods of *old* and *middle* English (from 1250 to 1550 A. D.), and the *Modern English period* (from 1550 to the present time). That is, Britain was first peopled by men of the Celtic race. About fifty years before the Christian era the Romans, conquering Britain, brought the Latin language, only a few traces of which remain except in the names of certain towns and cities. Between the years 450 and 550 A. D., Britain was invaded and conquered by German tribes, chiefly Angles and Saxons. It now became *Angleland* or *England*, and the language became what is now known as *Anglo-Saxon*.

After the celebrated Norman conquest, when William the Conqueror became King of England, French became the language of the court and the nobility.. It was not until about A. D. 1550 that the language had become what it now is.

English has for many centuries been far from being a simple language. For, aside from its pronouns, prepositions, conjunctions and auxiliary verbs, it is a mixture in which Normanized, Gallicized Latin is mingled in large proportion with a base of degraded Anglo-Saxon. Richard Grant White, one of the best of our modern authorities, says: "To the Latin we owe, as the most cursory student of our language must have observed, a great proportion of the vocabulary of philosophy, of art, of science and of morals, and by means of words derived from the Latin, we express, as it is assumed, shades of thoughts and of feeling finer than those of which our simple mother tongue is capable. "But," continues that eminent philologist, "it may at least be doubted whether we do not turn too quickly to the Latin lexicon when we wish a name for a new thought or a new thing, and whether, out of the simples of our ancient English or Anglo-Saxon, so-called, we might not have formed a language copious enough for all the needs of the highest civilization and subtle enough for all



the requisitions of philosophy." From the foregoing it can be seen the English language has not grown up from a few germs by the processes of derivation and composition, but is the result of the conflicts and mingling of different languages. Notwithstanding the many disparaging remarks that are often hurled from inconsiderate lips respecting the English language, it nevertheless is surpassed by no other in its power of clear and precise expression. With Chaucer, the father of its literary diction, Wycliff, the founder of its religious diction, and other eminent philologists who, in the sixteenth and seventeenth centuries perfected its philosophical dialect, it presents a copious vocabulary for all kinds of subjects and compositions.

Grimm, speaking of its excellence, says: "Nay, the English language, which has borne, not as it were by mere chance, the greatest poet of modern times—great in his very contrast with classical poetry—I speak, of course, of Shakespeare,—this English language may truly be called a world language, \* \* \* and seems destined to rule over all the corners of the earth."

There is in it a mystic charm which, apparently akin to a supernatural power, wraps the linguist in wondrous imagination, gives vivacity to occurrences of long ago, and makes them but as happenings of yesterday, and fills the soul with hopeful longing for the ever-receding goal.

Rev. G. W. Perry was commissioned by the President to call Professor E. E. Smith, who was billed to read a paper on Geography. As Professor Smith could not be found, the President opened the discussion upon the method of teaching Grammar. At this juncture, Professor B. Nealy, of the Atlanta Female Seminary, Georgia, was invited within the rail of the Association. Mr. A. W. Whitefield, of the Fayetteville Graded School, spoke upon the subject of Grammar. Professors E. H. Lipscombe and F. H. Wilkins spoke upon the importance of teaching Grammar to very young pupils, though this have to be done with the absence of a text-book.

Professor Nealy was requested by the President to make some remarks upon the subject of Grammar. He responded ably and in a manner significant of experience in this subject. At

Professor Nealy's conclusion he was asked some important questions with regard to Grammar, which were instructively answered.

Professor E. E. Smith having appeared, was called by the President to read his paper on Geography. Mr. Smith responded with an extemporaneous speech, as he had failed to bring his paper with him to the hall. He seemed familiar with the subject he had in hand, and was listened to with attention.

Mr. A. W. Whitefield made some remarks upon the foregoing topic. Hon. J. C. Dancy being present, was requested by the President to speak. He responded with much earnestness, giving encouragement to the organization.

Mr. C. N. Hunter being requested to speak to the Association, said that he could only speak in the abstract with regard to education; however, his remarks were very appropriate. Mr. E. G. Calhoun was called to speak, but declined. Rev. W. A. Patillo being called, spoke to the Association with very appropriate remarks.

Hon. J. S. Leary, of Cumberland county, being present, was requested by the President to make some remarks. He responded with encouraging words, concisely and pointedly.

The Association, upon motion, adjourned to meet Friday at the appointed hour.

#### FRIDAY, 10.30 A. M.—MORNING SESSION.

The Association was called to order by the President, and opened with prayer by Mr. D. H. Calhoun. The minutes of the previous session were read and approved.

Miss L. S. Dorr was called by the President to read a paper on "Our Obligations, as Teachers, to North Carolina."



Miss Dorr came forward and read her paper in an audible and impressive tone. No comment upon this paper could more than partially indicate the rich sentiments which it contains, therefore a copy of the same is given, as follows:

#### OUR OBLIGATIONS, AS TEACHERS, TO NORTH CAROLINA.

"Whatever may be the material resources of any State, its true wealth is acknowledged by all to lie in an intelligent, Christian population. For the lack of this, no fertility of soil, no forest products, no prodigality of valuable minerals can compensate. It is man, moved by mind, who gives availability to all Nature's productions. Ignorance among the masses of any people, is like a moth in a web of fine woolen, or like a hidden stone of dynamite in the midst of costly edifices. It is a germ of destruction. It may be slow in its progress or it may be swift and sudden in its results, but in either case its tendency is to the same end.

In these reflections, trite as they may be, we find abundant suggestions concerning our obligations to the State in which we are employed as teachers. We have committed to us the training of those who are to form an important factor in the future well-being of North Carolina. The ravager, Ignorance, whether as moth or explosive agent, is to be pursued and put to flight by our faithful efforts. In the pupils committed to our charge, there are powers to be developed for the State, for humanity, for God. There are inclinations to be repressed, capable of bringing loss to the State, disgrace to humanity, and to the individual, destruction from the presence of God. Have we considered these things and the obligations hence devolving upon us in the light of conscience, and of moral agents?

The rallying cry of England's greatest admiral at Trafalgar was, "England expects every man to do his duty." Our rallying cry might well be, "North Carolina expects every teacher to be a Nelson and every school-room a Trafalgar." We have clearly set before us here both what we are to be and what we are to do. In order to do good we must first be good. Physically, intellectually and morally, we must be equal to the demands made upon us. We must be vigilant, untiring, persistent and zealous. Our victories are to be both of development and restraint, and will demand the judicious

use of our highest and best powers. First, we are to train or to lead out the mental powers of our pupils. These minds are given to us in the crude state. We are to fashion them for use. They are a part of the future citizens of our State. They will either have a part in public affairs or will be concerned in the rearing and training of those having such a part. In either sphere they must be fitted to act intelligently and in the fear of God. They must be trained to think, to reason, to know. What a field for earnest effort have we here! A careless teacher will save himself trouble by doing the thinking for his pupils. Like Newton's dog, Diamond, when he had destroyed papers costing years of patient research, this teacher may now know the mischief he has done. Nevertheless, it is a mischief, and it is irreparable. The thinking powers with which his scholars are endowed were given them for use. Instead of leading out these powers, this teacher has locked them in and left them to remain undeveloped. Instead of giving to the State a man as the product of his teaching, he has given to it a machine, to be worked for good or evil,—probably for evil—by any one choosing to assume control of it. An artisan who spoils valuable material furnished him for his work, must make the loss good; but how shall this loss be rectified?

Our pupil is also to be trained for self-reliance. One man in a State who believes that, by the help of God, he can do what any other man could do if the same demand were laid upon him, is worth a hundred Micawbers, helplessly waiting for something to turn up.

It is the arm, strong to do and dare for the cause requiring aid that gives to a country the stuff heroes are made of. Teach your scholar to rely upon himself. Don't let him slyly steal his examples from his neighbor's slate. Be on your guard against his ingenious devices for obtaining outside prompting in his recitations. If the same amount of ingenuity were spent in devising methods for learning his lesson, there would be some hope of him. Don't let him waste himself upon worthless expedients.

The value of thoroughness has been so often and so variously presented, that it would seem as if there is nothing left to be said upon it. We believe, however, that there is yet great room for improved action in this particular. A thing half known to-day, will not be known at all to-morrow. Accustom your pupils to do their own reciting. Don't throw in



so many leaders that, to all intents and purposes, the recitation is your own. For example:—The class in geography has been called. The subject is Turkey, and John has been asked to give the capital of the country. John stands speechless with a perfectly blank face.

“Con,” suggests the anxious teacher, after a moment’s waiting.

“Con,” repeats John, and again falls into silence.

“Con-stan,” pursues the teacher, showing still greater anxiety.

A light breaks over the dead blank of John’s face. “Constantinople,” he cries, and escapes having a failure marked against him for not knowing his lesson. But what has he learned? He has learned that his own lack of effort will be made up for him by his instructor, and to-morrow he will be less concerned to exert himself than he was to-day. No conscientious teacher will do for a pupil that which he is bound in all faithfulness to see that the pupil does for himself. Let your classes know that they, and not you, will be held responsible for their recitations.

We are also under obligations to teach our scholars self-respect. This is a natural outgrowth from education, and the fuller the intelligence the stronger the growth of this vivifying principle. I am not speaking, let it be understood, of that upstart, Self-conceit, which leads some inflated persons to make dress-parade the chief object of their lives; emboldens them to settle oracularly, upon their own individual authority, all questions of law or state, science or religion, and from first to last unblushingly to demand from every institution in the nation a prop for their support; but of that recognition of the true manliness within one’s self which comes through opening the brain by the key of knowledge. He who has been thus enlightened sees that others accumulate property. Why not he? He sees others enjoying neat and well arranged homes. Why not he? He observes that others use a proper discrimination in the choice of associates. Why not he? So of his weekly earnings some part begins to be laid aside. The cabin becomes a cottage, and, through the potent might of self-respect, he who has found the man within himself shuns the rabble that haunt grog-shops and other low places of resort, and takes his place as a man among men.

From the school-room also our pupil may get his first ideas of system in the conduct of affairs. He is perhaps used to

the loose, shiftless ways that prevail in so many homes. Meals at any time and any how. Everything at hap-hazzard. Plenty to-day, famine to-morrow. He finds at the school that punctuality and system prevail. The school bell taps for the opening exercises exactly at 9 o'clock, with every scholar at his desk. He is assigned, if it be graded school, to the room belonging to his grade, the classes are called according to a systematic division of time, and each pupil knows that, in the regular order of things, certain classes will occupy certain intervals of the school-day. So he naturally adapts his study to this arrangement, and learns at least the first steps in a systematic use of time, which may afterwards be of incalculable value to him, both as a man and as a citizen. These are some of the respects in which our conflict is to be for bringing out that that is in the material placed in our hands. The kernal of the acorn holds within its compact folds the stalwart oak, powerful to abide the storms of centuries. But if the quickening influences of soil and sun and moisture be withheld, the acorn will remain an acorn until it has become rubbish, through decay. So of the minds we are to train. They will either expand to some useful purpose or remain dwarfed and worthless until overcome by mental dry-rot. Their expansion or their dwarfing lies very much with us. Let us be faithful to our high calling.

I said in starting, that our victories are to be of development and of restraint. I have left myself little space, however, to speak of the importance of a firm and judicious discipline in our schools. If the State is to be peopled with law-abiding citizens, it is from us, as disciplinarians, to a great extent, that the habit and principle of obedience are to be imbibed. A scholar who cannot stand the discipline of a well ordered school-room will hardly stand the discipline of life with credit to himself or to his family; nor with profit to the community of which he may form a part. The child who absents himself from school because he is there restrained from doing what he chooses to do, is a hater of law in his heart, and if he grows to manhood with the same principle dominant, will be a dangerous member of society. We owe it to the State in which we teach to use wholesome restraint in the management of our pupils, while inculcating in all possible ways that best of all control, self-government. To those who have been so trained, obedience will be easy, and lawlessness a thing not likely to enter into their thoughts.



That in the work given to our hands we perform well our part, the State has a right not only to expect, but to demand, and we should be recreant to every principle of right if we were remiss in the performance of our duty. No one deserves the privileges of a citizen who has no love for his State; who is not jealous of its honor; who will not in his pride of citizenship use his best endeavors for making it pre-eminent among States.

To this end let us spare no pains to prepare ourselves for the work belonging to us. Let us, so far as our means will allow, keep abreast with the current of popular sentiment concerning means and methods of fitly performing our work. Let us read books and educational journals, and use as much of their wisdom as will assort with our own peculiar gift for teaching. Let us not grudge our time nor effort, but freely use both as may be needed.

Above all, let us not fail to seek wisdom from God who giveth to all liberally and upbraideth not. No one more than a teacher has need of Divine help and guidance. Our responsibilities to the State end not with this, but extend on to far distant generations. Our responsibilities to God cease not with time, but stretch away into the far reaches of eternity. Unaided, the best of us is utterly insufficient for these things. Our pupils must receive from us soul culture as well as mind culture, or failure will be inscribed on the final record of our work. It is an axiom of mathematics that the whole is equal to the sum of all of its parts. So in our duty to God is included every moral, civil and social obligation. That the future North Carolina, so far as depends upon us, may not be wanting in God-fearing as well as intelligent citizens, let us continually implore Divine help in our work, while faithfully using the strength, talent, opportunities given us; and in so doing we may confidently hope to do our part toward making North Carolina, because the best endowed with intelligence and uprightness among the masses of her people, the grandest of all the States of our republic.

Mr. S. G. Atkins made some remarks upon the foregoing subject. The President spoke upon the importance of teaching the geography of our State. Mr. H. E. Long made some remarks: at his conclusion, Professor J. S. Lea spoke with regard to the importance of giving pupils general informa-

tion. Professor E. H. Lipscombe was called, but declined to speak. The President then gave the Association excuses for absence of Professor Hopkins, of the Franklinton Normal School, and Mrs. J. T. Reynolds.

Miss L. T. Jackson, being called by the President, came forward and read an essay on "Primary Teaching."

Her essay was rich in literary gems and interspersed with instruction almost indispensable to teaching primary classes.

The President called for open discussion upon the foregoing topic.

Rev. P. P. Alston spoke upon primary teaching with his usual readiness and zeal.

Professor E. H. Lipscombe and Mr. S. G. Atkins, also spoke upon the same topic.

Messrs. H. E. Long and D. H. Calhoun spoke upon primary teaching.

The President then urged the importance of every teacher procuring a teacher's library. The President requested Miss L. S. Dorr to give her views on the importance of teachers procuring a "Teacher's Library."

Miss Mary E. Hayes, of the Charlotte Graded School, then made some very admirable remarks upon the subject of primary teaching. The President made some remarks with regard to the exercises of the evening session.

The Association adjourned to meet at 6 o'clock P. M.

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#### EVENING SESSION.

NOVEMBER 16, 1883.

The Association was called to order by the President, and opened with prayer by Mr. S. G. Atkins. The minutes of the previous session were read and adopted. The committee on resolutions was called to make its report. The committee



responded and the report was adopted. (See report). Mr. S. G. Atkins read a resolution of thanks to His Excellency, the Governor, for the use of the hall. The resolution was received and adopted. It reads as follows:

WHEREAS, through the generosity and kindness of His Excellency, the Governor, we, the North Carolina State Teachers' Educational Association, have had the use of the "Commons Hall," in which we have deliberated for the mutual welfare of the teachers of North Carolina; therefore,

*Be it resolved*, That we tender His Excellency a vote of thanks for this interest which he ever seems ready to evince in our general welfare, both educationally and materially.

Respectfully submitted,

H. C. CROSBY,  
H. B. DELANY,  
S. G. ATKINS,  
Committee.

The Committee on Constitution made its report, which was received and adopted. (See report).

The chairman of the Committee on Finance made some remarks with regard to the pecuniary circumstances of the Association.

Upon motion of Mr. Delany, the Recording Secretary of the Association was empowered to co-operate with the President in collecting an assessment fee of twenty-five cents from each member of the Association, who had joined previous to this meeting of the Association, as a fund for printing minutes.

Mr. Delany also referred to the necessity of having an Executive Committee, which was found to be already existing.

Upon motion, the Recording Secretary was empowered to communicate with publishing houses and other firms, to solicit advertisements from them, and to publish five hundred copies of the minutes of this Association.

A vote of thanks was tendered the officers for their services, and after some miscellaneous remarks, the Association ad-

journed to meet again in Raleigh, November 12th, 13th and 14th, 1884.

H. C. CROSBY, *President*.

S. G. ATKINS, *Secretary*.

## REPORTS OF COMMITTEES.

### ON PERMANENT ORGANIZATION.

We, the Committee on Organization, having carefully considered the future interests of the organization at its present age, believe that frequent official changes would prove detrimental to its success. We, therefore, recommend the officers for the ensuing year to be as follows:

President—Prof. H. C. Crosby.

Recording Secretary—S. G. Atkins.

Assistant Recording Secretary—Miss J. E. Thomas.

Corresponding Secretary—B. B. Goines.

Treasurer—Rev. C. Johnson.

Vice-President—1st Cong. District, Prof. H. P. Cheatham.

“ 2d “ Rev. P. W. Cassey.

“ 3d “ Prof. E. E. Smith.

“ 4th “ Rev. W. R. Harris.

“ 5th “ Prof. W. A. Scott.

“ 6th “ Prof. N. W. Harllee.

“ 7th “ Rev. J. C. Price.

“ 8th “ Mrs. Kittie Love.

Respectfully submitted,

GEO. PERRY,

ALLEN BAKER,

H. C. HARRIS,

W. E. WHITEFIELD,

H. B. DELANY, *Chm'n*.



## ON RESOLUTIONS.

WHEREAS, the education of the masses is the cheapest defense of a nation, and is, therefore, of first importance; and whereas, greater educational facilities are absolutely necessary in North Carolina and other Southern States to make their "common schools" efficient and good; therefore,

*Be it resolved*, That the colored teachers of North Carolina, in convention assembled, do hereby instruct and request our representatives in the Congress of the United States to urge the passage of a bill appropriating all surplus funds now in the National Treasury to the use of the different States for educational purposes in proportion to the illiteracy of each State, based upon the statistics of the last census.

*Be it further resolved*, That our Representatives see that the bill, if passed, shall provide that said appropriation shall be applied only to primary schools.

This 16th day of November, 1883.

## ON CONSTITUTION.

We, your Committee on Constitution, have carefully considered the amendment referred to us, and think it would prove detrimental to the Association. We, therefore, recommend that it be repealed. We also recommend the following addition to article VI of the Constitution, viz.: "County Teachers' Associations may unite with this Association with the payment of three dollars, and be entitled to one delegate, and for every additional delegate fifty cents.

Respectfully submitted,

W. R. HALL, *Chm'n*,  
H. C. CROSBY,  
MISS L. S. DORR,  
C. JOHNSON.

## REPORT OF TREASURER.

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From November 23d, 1882, to November 14th, 1883:

### DR.

For initiation fees, received,	-	-	-	-	\$14 82
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### CR.

To Mr. Straughn, janitor of the hall,	-	-	-	3 00
To account book for Treasurer,	-	-	-	50
To Prof. H. C. Crosby, for printing minutes,	-			10 82
To Prof. H. C. Crosby,	-	-	-	50
				<hr/>
				\$14 82

C. JOHNSON, *Treasurer.*



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T. A. Fortson.....	Bennett Seminary, Greensboro,	"
N. W. Harllee.....	Laurinburg Acad'y, Laurinb'g,	"
J. A. Fuller.....	Franklinton.....	"
Leonora T. Jackson.....	Halifax.....	"
H. E. Long.....	Franklinton.....	"
N. F. Roberts.....	Raleigh .....	"
R. H. Harris.....	Ore Hill.....	"
L. P. Reynolds.....	Enfield.....	"
John W. Grissom.....	Henderson, Vance county.....	"
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W. R. Hall,.....	Raleigh,.....	"
F. W. Dunn,.....	Raleigh,.....	"





# CONSTITUTION.

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## ARTICLE I.

This body shall be known as the "NORTH CAROLINA STATE TEACHERS' EDUCATIONAL ASSOCIATION."

## ARTICLE II.

### OBJECT.

SEC. 1. The object of this Association shall be to promote the general educational welfare of the colored people of North Carolina by encouraging: firstly, the formation of County Teachers' Institutes throughout every county in the State; secondly, the uniformity of text-books in the public schools of the State; thirdly, the adoption, by our teachers, of the best modern methods of teaching common schools, &c.

## ARTICLE III.

SEC. 1. The officers of this Association shall be a President, Vice-Presidents (one from each Congressional District), a Corresponding Secretary, a Recording Secretary, an Assistant Recording Secretary, and a Treasurer, all of whom shall be elected annually by ballot, unless otherwise directed.

## ARTICLE IV.

SEC. 1. The President shall perform such duties as are usually incumbent upon such an officer.

SEC. 2. In the absence of the President, the Association shall elect one of the Vice-Presidents to preside.

SEC. 3. The Corresponding Secretary shall communicate with the State Superintendent of Public Instruction, State Board of Education of this State, and of other States, if necessary, to secure such information as may be beneficial to the Association; and perform such other duties as usually devolve upon Corresponding Secretaries.

SEC. 4. The Recording Secretary shall record and keep a correct record of the proceedings of each meeting.

SEC. 5. In the absence of the Recording Secretary, the Assistant Recording Secretary shall perform the duties of that office.

SEC. 6. The Treasurer shall receive and hold all funds of the Association, subject to the order of the President, countersigned by the Recording Secretary, and report the condition of the treasury at each annual meeting of the Association.

## ARTICLE V.

SEC. 1. In addition to the above mentioned officers, there shall be an Executive Board, consisting of the President, Vice-Presidents, the Corre-

sponding Secretary and Treasurer of the Association, whose duty shall be to fill all vacancies caused by death or resignation, and prepare a programme for each annual meeting of the Association at least two months prior thereto.

#### ARTICLE VI.

SEC. 1. School teachers and school officers generally, of the State, may become members of this Association by the payment of, males \$1, females 50 cents. County Teachers' Associations may unite with this Association by the payment of \$3.00, and be entitled to one delegate, and for every additional delegate 50 cents.

#### ARTICLE VII.

SEC. The members of the State Board of Education shall be entitled to seats as honorary members, and may participate in the debates of the Association, but will not be allowed to vote.

#### ARTICLE VIII.

SEC. 1. Nine members shall constitute a quorum for the transaction of business at any regular meeting of the Association.

#### ARTICLE IX.

SEC. 1. This Constitution may be amended by a vote of two-thirds of the members present at any annual meeting.

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## BY-LAWS.

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#### ARTICLE I.

SEC. 1. The meetings of this Association shall be held in the city of Raleigh, beginning on the second Wednesday in November of each year, and continue in session at least two days.

#### ARTICLE II.

SEC. 1. This Association shall be governed by Parliamentary rules of order as set forth in Roberts' Manual.



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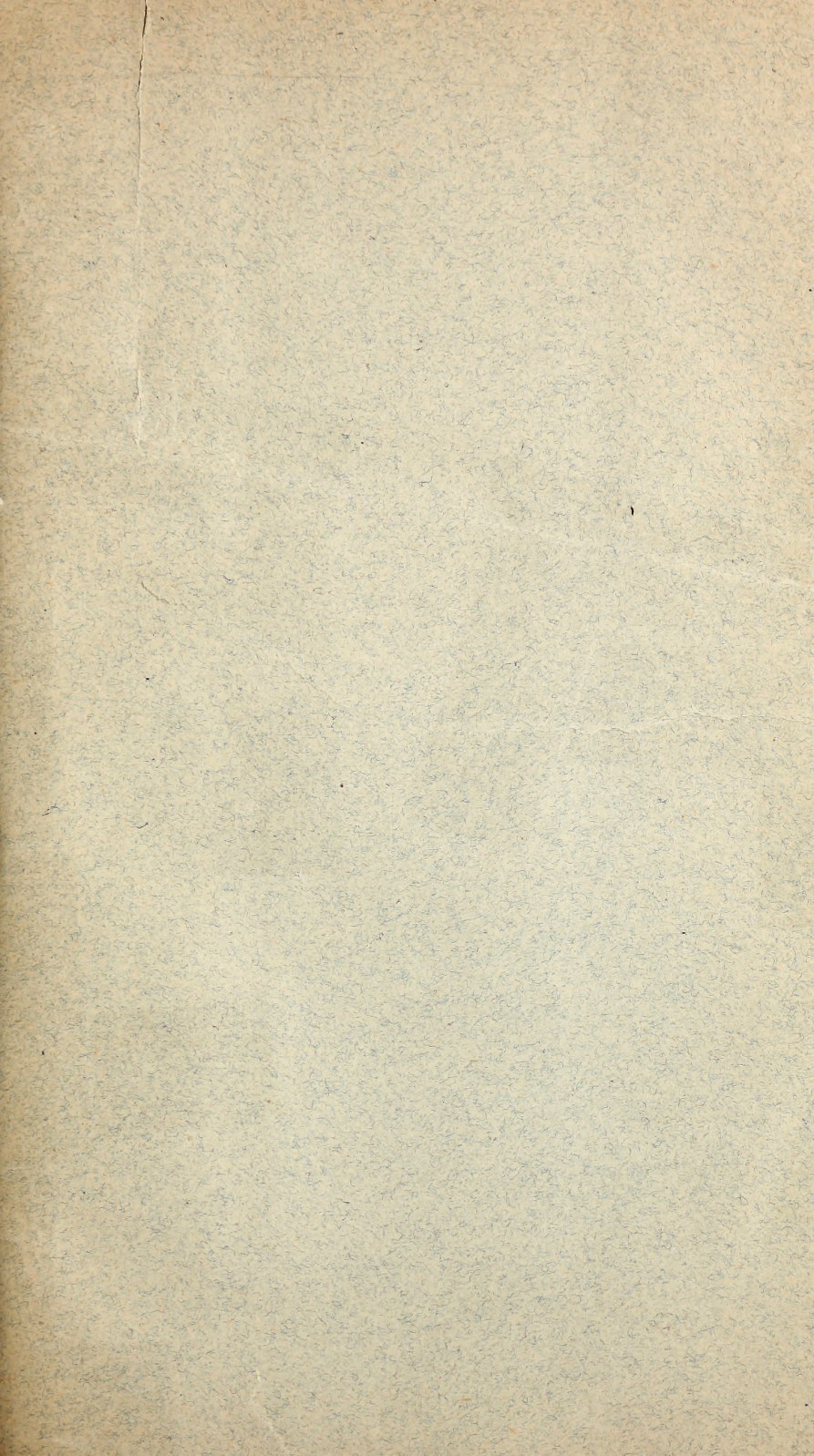
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